DOCUMENT RESUME

ED 223 075 FL 013 276

AUTHOR Tom, Daniel; And Others
TITLE Chinese Language Program Guide.
INSTITUTION Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO RS-80-9633
PUB DATE Aug 80
NOTE 76p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Chinese; *Chinese Culture; *Course Content; Cultural Awareness; Cultural Education; Elementary Secondary Education; Language Skills; *Second Language Instruction; Second Language Programs; Teaching Guides
IDENTIFIERS Hawaii

ABSTRACT

This guide for teachers of Chinese states the philosophy and objectives of the Chinese language program and outlines the content of the instructional program for the first two levels. The Chinese language program aims to develop each of the four language skills and to create appreciation and understanding of Chinese culture. Specific content suggestions are made for teaching the reading, writing, listening, and speaking skill areas as well as for presenting the role of structural patterns in Chinese. These guidelines are intended to aid teachers in planning an instructional program that will enable the student to be communicatively competent in Chinese. Guidelines for developing cultural awareness are also offered. A bibliography is appended. (Author/RW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

The Honorable George R. Arlyoshi
Governor, State of Hawaii

BOARD OF EDUCATION

William A.K. Waters, Chairperson
Tom Okamura, First Vice-Chairperson
Marion Saunders, Second Vice-Chairperson

Rev. Darrow L.K. Aiona
Margaret K. Apo
Dr. Hatsuko F. Kawahara
Hubert P. Minn
Howard I. Takenaka
Hiroshi Yamashita

Charles G. Clark, Superintendent of Education
Emiko I. Kudo, Deputy Superintendent

Dr. Herman Aizawa, Assistant Superintendent
Office of Instructional Services

James Edington, Assistant Superintendent
Office of Business Services

Ruth Itamura, Assistant Superintendent/State Librarian
Office of Library Services

Eugene Yamamoto, Assistant Superintendent
Office of Personnel Services

Charles Kitaoka, District Superintendent
Leeward District Office

Kiyoto Mizuba, District Superintendent
Hawaii District Office

Mitsugi Nakashima, District Superintendent
Kauai District Office

Darrell Oishi, District Superintendent
Maui District Office

Kengo Takata, District Superintendent
Honolulu District Office

Liberato Viduya, Jr., District Superintendent
Central District Office

George Yamamoto, District Superintendent
Windward District Office

CHINESE
LANGUAGE
PROGRAM
GUIDE
Prof. C.

FOREWORD

Tan Heung Shan, the Country of the Fragrant Tree, had its first economic relationship with China at the end of the 1700's in sandlewood trade. In 1852, however, the Thetis brought 195 laborers from Kwangtung and Fukien provinces in southeastern China to Hawaii. Each had a 5-year contract and was to receive $36 a year plus room and board.

Through hard work and wise economy, the Chinese have made significant contributions to Hawaii's social, economic, educational and political life. The first person of Oriental descent to ever occupy a seat in the United States Senate was Hiram Fong of Hawaii.

America's association with Hong Kong and Taiwan continues; but with reopened economic and political ties with the People's Republic of China, our relationship with the Chinese of Asia will certainly grow geometrically throughout the rest of this century.

To show our appreciation of this relationship and to maximize its benefits, we must know the people. Knowing a people is best accomplished through knowing their language and culture.

This goal cannot be accomplished overnight. It is a long process, but the initial steps must begin immediately. This Chinese Language Program Guide is an important step toward obtaining our goal and represents the Department's vote of confidence and commitment.

Charles G. Clark

CHARLES G. CLARK
Superintendent of Education

ACKNOWLEDGMENT

Special appreciation is due to Daniel Tom, who organized and wrote much of this guide.

Recognition is also due to Maylani Chang, Joyce Leung, Ying-Che Li and Hope Stabb, who contributed materials, gave advice and reviewed the drafts.

The Chinese Language Education Association of Hawaii (CLEAH) acted as the overall coordinator with John Wollstein, Educational Specialist for the Asian, European and Pacific Language Program.

To these and all others who have supported and contributed to the study of the Chinese language and culture, "Xiexie ni."

TABLE OF CONTENTS

	Page
FOREWORD	1
ACKNOWLEDGMENTS	iii
TABLE OF CONTENTS	v
CHAPTER 1	
PURPOSE OF THE GUIDE	1
PHILOSOPHY FOR TEACHING CHINESE AS A SECOND LANGUAGE	2
THE CHINESE PROGRAM AND THE MASTER PLAN	9
GRAPHIC ILLUSTRATION OF THE HIERARCHY OF GOALS, OBJECTIVES AND PERFORMANCE EXPECTATIONS IN THE CHINESE LANGUAGE PROGRAM	11
PROGRAM GOALS	12
PROGRAM OBJECTIVES: CULTURE	13
PROGRAM OBJECTIVES: LANGUAGE SKILLS	15
PERFORMANCE EXPECTATIONS FOR ASIAN, EUROPEAN AND PACIFIC LANGUAGES	16
CHAPTER 2	
THE LISTENING SKILL	18
THE SPEAKING SKILL	21
THE READING SKILL	24
THE WRITING SKILL	27
THE ROLE OF STRUCTURAL PATTERNS	29
CHAPTER 3	
CONTENT OF LEVELS I AND II	31
LISTENING SKILLS: LEVEL I	34
VOCABULARY: LEVEL I	35

Page

SPEAKING SKILLS: LEVEL I 37

READING SKILLS: LEVEL I 38

WRITING SKILLS: LEVEL I 39

PARTS OF SPEECH AND SENTENCE ELEMENTS 40

STRUCTURAL PATTERNS: LEVEL I 42

CULTURE: LEVEL I 45

LISTENING SKILLS: LEVEL II 47

VOCABULARY: LEVEL II 49

SPEAKING SKILLS: LEVEL II 50

READING SKILLS: LEVEL II 51

WRITING SKILLS: LEVEL II 52

STRUCTURAL PATTERNS: LEVEL II 54

CULTURE: LEVEL II 57

LEVEL III 58

LEVEL IV 61

BIBLIOGRAPHY 63

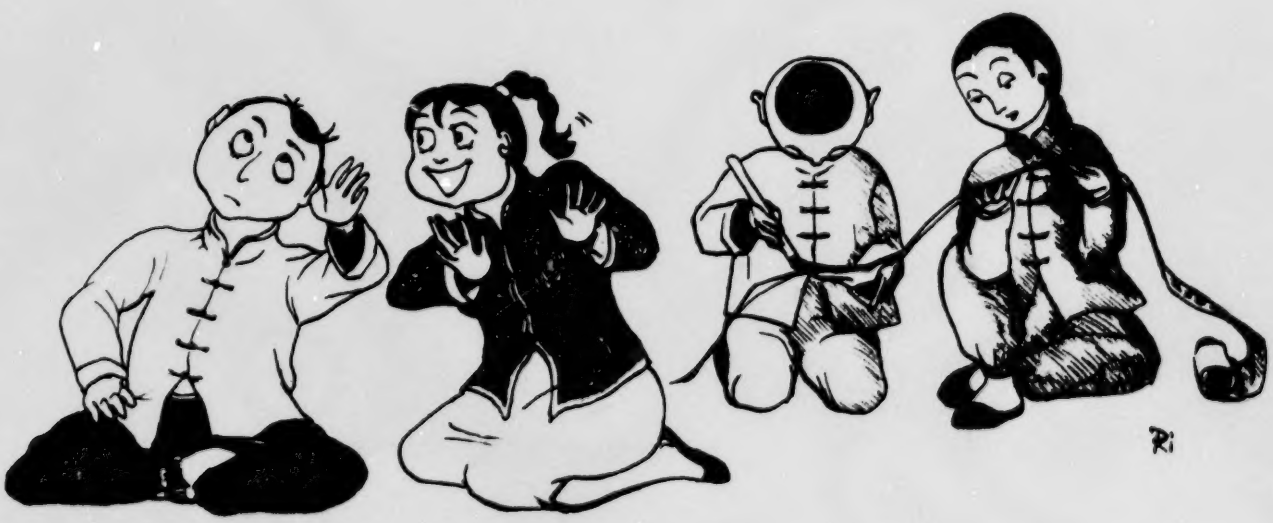
Chapter 1

PURPOSE OF THE GUIDE

The purpose of this guide is to state the philosophy, goals and objectives of the Chinese language program and to outline for the teacher of Chinese a program of instruction for Levels I and II.

Program goals and objectives aim to develop each of the four language skills--listening, speaking, reading and writing--and to create an appreciation and understanding of Chinese culture. These goals and objectives are translated into specific content for each skill to aid the teacher in planning an instructional program that will enable the student to be communicatively competent in Chinese. Specific suggestions for developing cultural awareness are also outlined.

This guide also provides for the State public school system a program that is compatible with the goals and objectives of the Master Plan and Foundation Program adopted by the Hawaii State Department of Education.



PHILOSOPHY FOR TEACHING CHINESE
AS A SECOND LANGUAGE

I. The Values of Learning a Second Language

The study of a second language should play an important and integral role in the educational program of Hawaii's students. For many years the practical and utilitarian value of second language study has been emphasized. However, there are other valuable benefits which transcend just learning to listen, to speak, to read or to write a second language. These benefits contribute to the enrichment and personal growth of the individual and to the overall liberal education.

Language is not just another subject in the curriculum. Language involves life, people, culture, and communication. Through our language we reflect ourselves, our thinking, our culture, our living style. The study of a second language opens up for the student a means to view another people, culture, and lifestyle. Through comparisons with this second culture as reflected in its language, the students can gain new insights that will lead to a better understanding of themselves and their own society. At the same time they will broaden their perspective and understanding of other peoples and their cultures.

The difference between gaining these through a history or social studies course is that the study of a second language provides the means for the individual to actively experience the other person's way of thinking and culture through trying to communicate in the language. In a world brought closer together through advanced communication and transportation

relatives in the countries of their heritage. Because of our closeness to Asia both in this shared heritage of our population and in time and distance by today's travel standards, there is and will continue to be increasing contact between the peoples of Hawaii and Asia. Hawaii can be a halfway point where the peoples of East and West meet, interact and come to a better understanding of each other's cultures. While this has been acknowledged in the past and some efforts have been made, not enough has been done to make this truly a reality.

If Hawaii is to be a bridge between East and West in response to this growing role of Asia in international affairs, it is important that our young people gain a greater in-depth knowledge and understanding of Asian peoples and their cultures. This can and should be done through language study. Articles in newspapers and magazines, travel talks, slide shows and interviews of others' experiences only touch the surface and can present incomplete or even misleading impressions. As stated above in Section I, second language study is the best means to experience another's way of thinking and another's culture.

The Chinese language in particular is an ideal language through which the above need can be met. By studying Chinese, students can gain an insight into the largest country in Asia and her people. The Chinese language including all major dialects is spoken by 811 million people.[1] The Mandarin dialect alone is spoken by 660 million, more than any other language in the world. Outside of China itself, Chinese is widely spoken in many of the other Asian countries as well as in large sectors of the United States. Furthermore, by gaining insight into the culture of China

---

[1] The World Almanac 1977 (New York, 1977), p.226. The breakdown by dialect is as follows: Mandarin, 660 million; Cantonese, 48 million; Wu, 43 million; Min, 39 million; and Hakka, 21 million.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Hawaii State Dept. of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

one indirectly learns about other Asian cultures as well since China has directly influenced the cultures of the Asian nations surrounding her.

III. The Chinese Community in Hawaii and Its Link with Chinese Language Study

Those of Chinese ethnic background form a significant segment of Hawaii's people, comprising 6.8% of the total population.[2] Since the first group of Chinese contract laborers arrived in 1852 to work on the sugar plantations, the Chinese have over the years made significant contributions to the State and community in government, community and civic affairs, education, business, labor and the professions, and they continue to do so today.

These people are our tie to China, her people and her culture. Interestingly this tie allowed Hawaii to play a small role in the modern history of China. Sun Yat-sen, the leader of the revolution that overthrew the Ch'ing Dynasty and established the Republic of China in 1911, received his secondary school education here. It was also in Honolulu in 1894 that he organized the Hsing Chung Hui (Revive China Society), his first revolutionary group. While perhaps not as historically significant, social, economic and political relationships continue to link Hawaii and China together.

The points made in sections I and II converge in the local Chinese community. Chinatown, Chinese food, and lion dances are popular and well-known to local residents and tourists alike, but these are only surface manifestations of the Chinese community and its culture. Through Chinese

---

[2]Department of Planning and Economic Development, The State of Hawaii Data Book 1977: A Statistical Abstract (Honolulu, 1977), p. 25.

language study our students, whether of Chinese ethnic background or not, can come to a much needed deeper awareness and understanding of the local Chinese community as well as an appreciation of its heritage. We can begin to understand Asia and China in particular by coming to understand the Chinese among us, and by doing so we create a better community for us all.

At the same time, by being a living example of Chinese culture, the local Chinese community is a very important resource for the Chinese language program. It affords community members the opportunity to observe directly what has been learned in class. It also acts as a stimulus for further understanding and participation. In short, use of community members helps to make the study of the Chinese language more alive and meaningful. The presence of the Chinese community in Hawaii serves mutually as a reason for the study of Chinese and as a resource to make that study relevant to real life.

IV. Who Should Study Chinese

The study of Chinese should be open to all students. While Chinese has been thought of as an exotic and difficult language mainly due to its tonal nature and its use of characters in writing, it is in reality no harder to learn in many aspects than the European languages. For example, its grammar is comparatively easy. Therefore, any student doing well in other subjects should be able to learn Chinese.

At the same time there are two special groups of students whose needs must be acknowledged. Due to our large Chinese population, the study of Chinese logically would be of the greatest attraction to students who are ethnically Chinese. Indeed, they comprise approximately 85% of the

enrollment in secondary school Chinese classes at present[3] and probably will continue to form a large portion in the future. Their efforts can maintain their cultural heritage and satisfy their desires to meet their cultural needs. At the same time the goal is to promote the study of Chinese regardless of ethnic background.

Some students may already be considering future study at the university and graduate level in Chinese or a related field such as Chinese history, government, art, literature, religion, philosphy, and anthropology. In fact, programs in the 1960's stressed the national need for specialists in various Asian studies fields and especially sought to attract superior students to whom they hoped to give a head start in language training toward the eventual goal of their becoming these specialists. The study of Chinese at this level can serve as a preparation for further study and also as stimulus for a career in Chinese itself and related or combined fields. Students must be encouraged in their interest and helped to acquire the background they need to further their study of Chinese.

It is hoped that the majority of students will maintain an interest in Chinese and Chinese culture after graduation and find Chinese a valuable tool and skill in such professions as business, law, social work, and medicine.

In accordance with the philosphy that the study of Chinese provides many extra-skill benefits for the individual and the community, all students are welcomed and encouraged to learn Chinese. The goal is to serve and meet

---

[3]This estimate is based on information provided about enrollments in Chinese classes at Roosevelt and McKinley High Schools.

the needs of all students. It is firmly believed that all can benefit from Chinese language study.

V. Instructional Strategy

A basic tenet of Chinese instruction is that the earlier one begins to study Chinese the easier it will be for him or her to learn the language. Therefore, students are encouraged to study Chinese at as early a grade level as possible.

The basic language skills--listening, speaking, reading and writing--are taught with emphasis on comprehension and communication. In addition to the basic concepts of language skills, culture is stressed particularly in its relation to the language and to the local Chinese community.

The Chinese language program should be integrated from intermediate through high school, with each level preparing the student to handle the Chinese taught at the next level. The program should also be compatible with the Chinese language taught at the college level so that students who do well and who wish to continue the study of Chinese receive advanced placement through the established testing process.

THE CHINESE PROGRAM AND THE MASTER PLAN

As stated in the philosophy, the learning of Chinese can contribute to the enrichment and personal growth of the individual. The Chinese language reflects the Chinese people, their thinking, their culture and traditions, their values, their life style. Through the Chinese Program the students are given an opportunity to broaden their perspective by viewing another people and culture. Through comparisons of Chinese culture and their own, students can gain a better understanding of themselves and their own society.

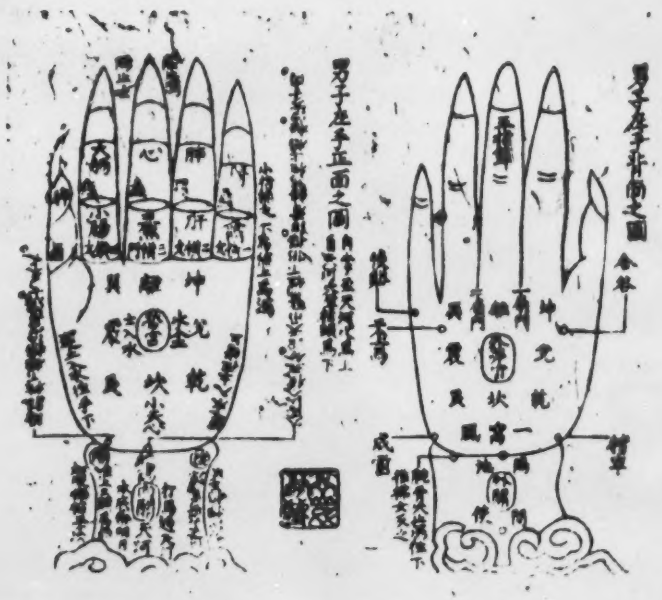
Through this new experience of actively participating in a Chinese person's culture and way of thinking, students can gain a new sensitivity, a flexibility and an openness to other ways of thinking about and communicating with others who are different.

Chinese is also an ideal language with which to foster aesthetic appreciation. The written language itself reflects the beauty, balance and symmetry of the individual Chinese characters. This is ultimately expressed in the art of calligraphy. Though students will not be required to reach such an artistic standard, they can gain an appreciation of beautiful writing. Chinese art also reflects the Chinese aesthetic sense through the combination of brush stroke, theme, use of space, and poem or inscription, all evoking a mood and reflecting a rich culture and heritage.

The tonal nature of Chinese gives the language a rhythm, tone, and sound all its own. Chinese poetry in particular reflects the beauty of the language's visual and auditory qualities. The rules of tone and rhyme give a poem its rhythm and the written characters with their associated meanings enhance a poem's mood and appeal.

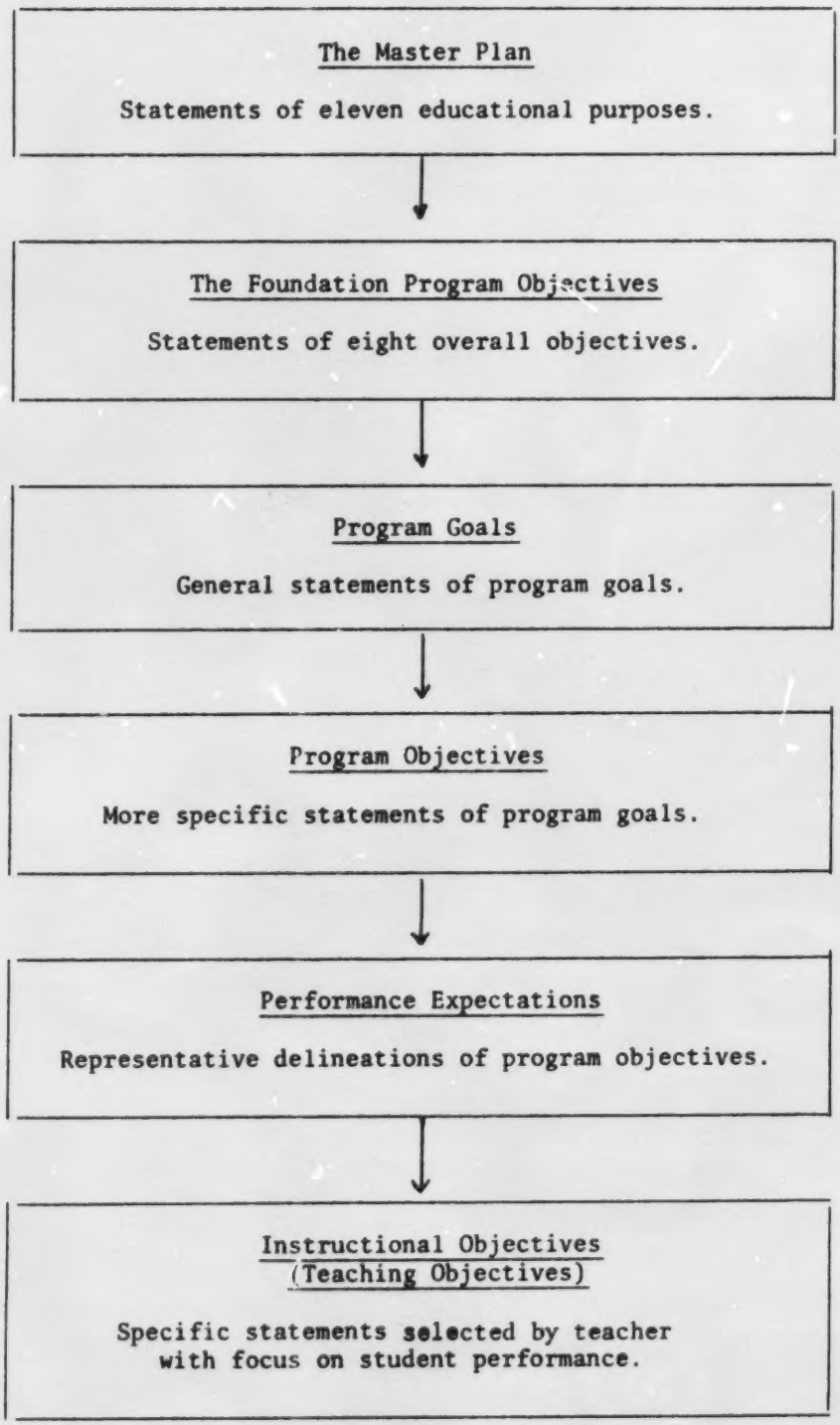
These are just some ways along with the basic language skills of listening, speaking, reading and writing that demonstrates how Chinese language and cultural studies can meet the Foundation Program Objectives, especially Foundation Program Objective I: Develop Basic Skills for Learning and Effective Communication with Others; Foundation Program Objective II: Develop Positive Self-Concept; Foundation Program Objective VII: Develop a Continually Growing Philosophy Such That the Student Is Responsible to Self as Well as to Others; and Foundation Program Objective VIII: Develop Creative Potential and Aesthetic Sensitivity.

From the Chinese Language Program's goals, objectives and content which follow, it can be seen that the Program in its entirety aims to carry out the Foundation Program Objectives and ultimately the Master Plan.



A PAGE FROM A MEDICAL ILLUSTRATION
Woodblock print

GRAPHIC ILLUSTRATION OF THE HIERARCHY OF GOALS, OBJECTIVES AND PERFORMANCE EXPECTATIONS IN THE CHINESE LANGUAGE PROGRAM



PROGRAM GOALS

The primary goals of the Chinese Program are:

1. To teach the student all four language skills--listening, speaking, reading and writing--so as to provide the student with the ability to think, comprehend and communicate in Chinese.

2. To foster an awareness and appreciation of Chinese culture and to enable the student to come to an understanding of the role of Chinese culture in Hawaii and in the world at large.

PROGRAM OBJECTIVES: CULTURE

In the Language:

The teacher should strive to

1. Help the student to see and experience Chinese culture as it is reflected in the language.
2. Help the student to identify cultural differences or similarities as expressed through the language.

In Society:

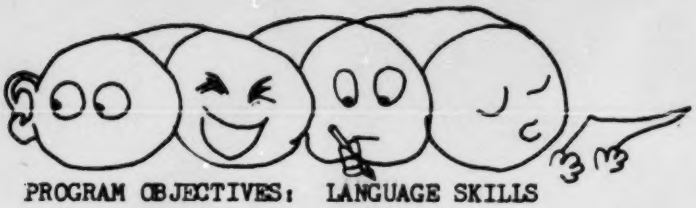
The teacher should strive to

3. Teach the student about common Chinese customs and traditions in order to help him or her to understand and experience them.
4. Bring about in the student a greater understanding and appreciation of the local Chinese community.
5. Create in the student an awareness of aspects of Chinese culture found in Hawaii and their relationship with overall Chinese culture.
6. Create an interest in peoples' attitudes, values, and life styles.
7. Help the student to appreciate differences and identify similarities in lifestyles and values between the Chinese and the people of the U.S., in particular the people of Hawaii, as well as between Chinese-Americans and others.

In Studying Civilization, Past and Present:

The teacher should strive to

8. Create an awareness and understanding of general aspects of Chinese history, art, music, literature and philosophy.
9. Stimulate interest in and understanding of Chinese geography government, and current events.



PROGRAM OBJECTIVES: LANGUAGE SKILLS

Listening:

The student should be able to

1. Comprehend Chinese in common daily conversation when spoken at normal speed and intonation.

Speaking:

The student should be able to

2. Pronounce the language accurately enough to be understood.
3. Use the basic grammar patterns in Chinese to create understandable and correct sentences.
4. Communicate with a Chinese speaker and/or fellow classmates in various common everyday situations.
5. Use common idioms and polite phrases appropriately.

Reading:

The student should be able to

6. Read and comprehend written material at a specified level of competence.

Writing:

The student should be able to

7. Write a specified number of Chinese characters as determined for each level.
8. Compose simple narratives using patterns commonly used by Chinese speakers.

PERFORMANCE EXPECTATIONS FOR
ASIAN, EUROPEAN AND PACIFIC LANGUAGES

First Year of the Language

The student should be able to:

1. Discuss some ways in which cultural differences (e.g., proximity of speakers) play important roles in verbal communication.

2. Explain how knowledge of a new language enchances the potential for new experiences.

3. Explain how cultural value differences can be understood through the study of a new language.

4. Discuss the role a new language plays in meeting societies' needs for communication among countries and cultures.

5. Participate in aesthetic expressions of the new culture, such as dancing, singing, and cooking.

6. Identify selected art forms that are representative to the new culture.

7. Discuss some aesthetic contributions of the culture and the new language to American life.

8. Read aloud written material in the new language to enjoy its rhythm tone, and sound.

9. Read, with general comprehension, simple selections in the new language.

10. Write basic sentences in the new language.

11. Exchange amenities with a speaker of the new language.

12. Demonstrate sensitivity toward the needs of a speaker of the new language by responding to verbal and non-verbal cues.

13. Communicate with a speaker of the new language using basic vocabulary including numbers and measurement.

Second Year of the Language

The student should be able to:

1. Relate how similarities among cultures are partly caused by the increasing ease of communication and travel.

2. Explain how one's own perspective has been broadened through the study of a new language and the culture associated with it.

3. Compare the culture of the country(ies) where the new language is spoken with one's own.

4. Discuss ways in which types of art forms vary among cultures.

5. Explain the way in which the art forms of a culture reflect its values, customs and environment.

6. Identify selected art forms that are representative of the new culture.

7. Demonstrate an understanding that the art forms of a culture reflect its values, history and environment.

8. Read and comprehend cultural information written in the basic vocabulary of the new language.

9. Read with general comprehension, literary selections in the new language.

10. Read aloud written material in the new language to enjoy its rhythm, tone and sound.

11. Create an original paragraph in the new language.

12. Read simple stories and poetry in the new language which evoke personal aesthetic pleasure.

13. Correspond with a speaker of the new language.

14. Demonstrate sensitivity towards the needs of a speaker of the new language by responding to verbal and non-verbal cues.

15. Communicate with a speaker of the new language using basic vocabulary including numbers, measurement and money.

16. Converse in the new language in a familiar situation.

17. Identify stories, poetry and music of the new language and culture which evoke personal aesthetic pleasure.

Chapter 2

THE LISTENING SKILL

In developing the listening skill, as with the other three skills, the student should be guided through a sequence which takes one from the simple to the complex, from the structured to the unstructured. The ultimate goal of this sequence is to enable the student to listen to an utterance and comprehend the message without being aware of the code through which that message is conveyed.

To comprehend Chinese, the student must be able to hear its distinctive features. One of the important distinctive features of Chinese is tone. The student must be able to distinguish tones, which are considered an integral part of each syllable. In Mandarin there are four tones: 1) high sustained, 2) rising, 3) dipping and 4) falling. These are known as first, second, third and fourth tones respectively.

As an introduction to tones, the teacher can demonstrate that tones also exist in English. Have the class listen to a student ask a question or enumerate a row of coins or students. Ask the students what they hear. At the end of questions, the voice rises as in the rising tone in Chinese. In enumeration the voice rises with each enumeration except on the final number in the enumeration when the voice drops as in the falling tone. After the demonstration it can be pointed out that whereas tones occur in English at the sentence and phrase level, in Chinese they occur at the syllable level and are used to distinguish lexical items. Later when syllables are combined to form words and produce utterances in context, the teacher will want to introduce the neutral tone, which occurs in unstressed syllables.

Tones may be taught first in isolation, using the method of contrasting each tone with the others. The teacher first describes and demonstrates

each tone. Then the student is asked to distinguish whether two syllables have the same or different tone. Next the student is asked to pick out which of two syllables has a particular designated tone. Finally he or she is asked to determine the tone of a particular syllable pronounced by the teacher.

This period of teaching tones in isolation should be as short as possible as it can quickly become boring. The student should move from isolated utterances to hearing the tones in phrases and sentences and finally in communicative contexts. The student may notice that tones change when they are preceded or followed by other tones on the phrase and sentences level. These changes, commonly called tone sandhi, should be taught at the sentence level rather than in isolation. The student should also be aware that these changes occur naturally in rapid or everyday speech.

In addition to the tones, the student needs to be taught to distinguish the sounds of Chinese. This may be done through minimal pair drills which contrast the important distinctions in Chinese: aspiration vs. non-aspiration; retroflex vs. palatal; u vs. umlaut u; ou vs. uo. In these drills the student is asked to pick out which of the pair carries the designated distinction.

After the student has learned to distinguish sounds at the syllable level, the teacher should quickly move on to expose the student to utterances of phrase and sentence length. The teacher may use drills to improve and test the student's ability to remember an utterance. Short utterances are used at first, followed by longer ones as the student progresses. In one such drill, the student is asked whether two utterances are the same or different. At the phrase and sentence level, intonation also plays a part. The student should be taught to distinguish statements, questions and exclamatory intonations. After demonstrating each, the teacher can give various examples and then ask students to decide what intonations are being used.

Finally the student is exposed to Chinese in communicative contexts such as dialogs and narratives. These of necessity will at first be structured using sounds, vocabulary, and syntax familiar to the student and will most likely be from the textbook itself. From the structured material, the student should gradually be exposed to unstructured material using familiar vocabulary and syntax, but in different contexts. Students may later be asked to listen to fellow students perform a dialog or narrative they have composed. Other materials such as songs, plays and movies may also be incoporated in a program for developing the listening skill.

THE SPEAKING SKILL

The purpose of speaking is to communicate. The students should be able to have this utterance understood by fellow classmates and by a Chinese speaker. Ultimately, the goal is to have the students speak while concentrating on what they want to say rather than on the code they must use to say it.

The students, in order to communicate, must be able to produce the sounds of Chinese including the tones. As mentioned in the discussion on the listening skill, the student should be made aware of tone in their own language and then transfer that knowledge to producing tones in Chinese. The tones may first be taught in isolation, the students being asked to mimic as the teacher pronounces syllables in each tone. Next the students are asked to produce two pairs of contrasting tones or to pronounce a syllable in a specified tone.

This period of producing tones in isolation should be kept very brief. As soon as the student has grasped the concept of tone and can produce tones that can be distinguished, the teacher should move on to teaching tones in phrases and sentences. Since syllables and tones are usually not spoken in isolation, drills and practice of tones should use utterances in some meaningful context. If tones are taught syllable by syllable, the students' speech will become halting and choppy as they attempt to enunciate clearly each syllable and tone in a sentence.

Students must also be able to produce the distinctive sounds of Chinese. Appropriate drills and tapes can help the student produce the correct sounds. The distinctive differences mentioned earlier in the

discussion on the listening skill should be stressed. Certain sounds in Chinese need special attention as they are unfamiliar to speakers of English. These include the retroflex consonant sounds zh (Yale: j), ch (ch), sh (sh) and r (r); the dental consonants z (dz) and c (ts); and the vowel sound ü.

Students should first try to mimic the sounds in syllable form. Description of tongue and lip position may be necessary with the more difficult sounds such as the retroflex. After sounds have been practiced in isolated syllables, they should be practiced in phrases and sentences.

Since the goal of speaking is communication, the students should be taught meaningful utterances. As much as possible vocabulary taught should be relevant to the students and enable them to talk about themselves and relevant life experiences. The students should want to talk and feel that they are saying something meaningful.

Speaking cannot be taught apart from grammar or structural patterns as messages in any language are conveyed in coded form. Students, then, must be taught the grammar as well. In teaching the grammar the emphasis still should be on communication and not on the code. In using a new structural pattern, students should be encouraged to say something that is meaningful and relevant to each other.

A variety of activities ranging from the simple to the complex can be used to develop the student's speaking skill. The textbook will usually contain dialogs or narratives which can be used for speaking activities. In addition, asking and answering questions, giving resumes of a dialogue or narrative, guided conversation and finally spontaneous interaction

with other students all provide opportunities for students to communicate in Chinese.

CHUNG KU'EI
Woodblock print
Early 20th century

THE READING SKILL

Chinese does not have a Latin alphabet, but rather is a graphic language. Therefore, the reading skill must be taught in two stages: 1) the Romanization stage and 2) the character stage.

To remedy the problem of a lack of a Latin alphabet, several Romanization systems have been devised. The two most widely used systems in Chinese textbooks are the Pin-yin and Yale systems. The student must first learn one of these systems depending on which one the class textbook uses. The student must learn to associate the sounds of Chinese with the symbols chosen for those sounds in the respective systems. Particular attention should be given to the symbols for those sound distinctions of Chinese highlighted in the listening and speaking discussions.

This association may be taught with flashcards. The teacher pronounces the syllable on the cards and the student repeats it. Later the teacher does not pronounce the syllable, but asks the student to give the pronunciation as the cards are flashed. This may be done with phrases and longer utterances as well.

The student will gain much practice in reading Romanized Chinese as vocabulary items, drills, dialogues and narratives will be written first in Romanization. To test if the student can associate the sounds of Chinese with the Romanization, the student should be asked to read aloud. Reading exercises should be geared to teaching the student to read in phrases rather than word for word. Tapes of the written material may be used to reinforce the association of sound with symbol and to teach reading in phrases.

Reading materials will first be structured, containing vocabulary and structural patterns already learned. Gradually more and more difficult material will be introduced. Eventually students should be presented with unfamiliar material in familiar contexts and encouraged to make intelligent guesses as to the meaning. As with all the other skills, the ultimate goal is for the student to comprehend the written message without concentrating on the code.

There are differing opinions on when to introduce the Chinese characters. However, at some point in the first level, characters will be introduced. Since there is no clue in the characters as to how they are pronounced, Romanization is used to give the pronunciation. Association of the sound with the character must be learned through memorization.

Flash cards are helpful in teaching individual characters, their pronunciation and meaning. However, they are not necessarily helpful in developing reading comprehension. The student may know all the characters in a sentence, but not comprehend the meaning of the whole. It is also possible for the student to know the pronunciation of a character without knowing its meaning or vice versa. Therefore, the student should be guided from knowing the characters in isolation to knowing the meaning of special combinations of characters and finally to comprehending a string of characters carrying a message.

In this second stage of developing the skill to read Chinese in characters, the student is first presented with character sentences with which he or she is already familiar in Romanization. Next familiar dialogue or narrative material in a combination of Romanization and characters can be used. Finally dialogue and narrative material completely in characters

is introduced. As in the Romanization stage, reading material should move from the simple to the complex and from the structured to the unstructured.

Consideration should also be given to introducing characters for reading purposes only. Too often students are introduced only to characters which they are required to be able to write as well as read. This limits the types of reading material which can be introduced in characters, as narratives or dialogues are written only from the pool of characters so introduced. There should be a reading or recognition vocabulary and a writing vocabulary with the former larger than the latter.

THE WRITING SKILL

Parallel with the reading skill, the writing skill must be taught in two stages. First the student must be able to write in the Romanization system used by the textbook. Dictation is one method that can be used to test and strengthen the association of sound with the written Romanized symbol.

In the beginning stage of learning Chinese, the student will be required only to write in Romanization. All written assignments in class and as homework will be in Romanization. The teacher may use writing exercises such as filling in blanks, completing sentences, answering questions and writing sentences using the structural patterns introduced. From the writing exercises, the student progresses to writing narrative summaries and composing short dialogues or controlled short narratives in which answers to a series of questions form a composition. The final goal is the free writing stage.

At some point in the first level, the student will begin the second stage: writing in Chinese characters. In introducing characters the teacher should start with the concept of the stroke. Next the basic types of strokes in Chinese should be taught. Finally the concept of stroke order is introduced.

At the beginning the teacher should demonstrate the stroke order for each character on the blackboard. Each character may be repeated several times. The student follows along individually in a notebook. Stroke order charts or other aids giving the stroke order of the characters are helpful

and may be purchased or prepared by the teacher. Character practice notebooks with pages containing empty squares, one for each character, are also available.

The student should keep such a notebook and should be required to practice the characters taught. The teacher should aim for correctly written and recognizable characters, not the beautiful, balanced and aesthetically pleasing characters required of a calligraphist.

Exercises in character writing could include writing the characters for vocabulary items that have been written in Romanization. The student can also be asked to write in characters sentences written in Romanization. Since Chinese has so many homonyms, the Romanized sentences should be accompanied with an English translation so the meaning of the sentences is clear. The teacher can also require the student to make sentences using the characters and combinations of characters learned. Exercises mentioned above in the Romanization stage may also be incorporated in the character stage. From writing sentences in characters the student should progress to writing narratives using a combination of characters and Romanization. Finally, short narratives completely in characters should be required.

To reiterate, the written vocabulary need not coincide with the reading vocabulary. A distinction should be made between an active vocabulary which the student can both read and write and a passive vocabulary which the student need only recognize in reading.

THE ROLE OF STRUCTURAL PATTERNS*

It is generally agreed that languages have structure and that within a language there are patterns or a code which every native speaker of that language knows and uses in communicating. There is a need, therefore, in a language course for structural patterns.

In the chapter on content, lists of structural patterns for Chinese Levels I and II are presented. These are the patterns necessary to give the student a firm foundation in the language. However, in teaching the structural patterns the teacher should not make them the end in itself. The goal is not solely to know the forms and be able to manipulate them. One must not forget the message the form conveys.

When teaching the patterns, the teacher's point of view should be to ask what the student wants to express. Does he or she want to make a statement, negate a statement, ask a question, make a comparison, add emphasis, etc.? Once it is known what the student wants to say, let him or her know what pattern in Chinese is used to express it. If a student wants to express a comparison, for example, then he or she should be taught what structure(s) a Chinese would use in conveying that idea. In addition, the student should know when and under what circumstances he or she can use a pattern.

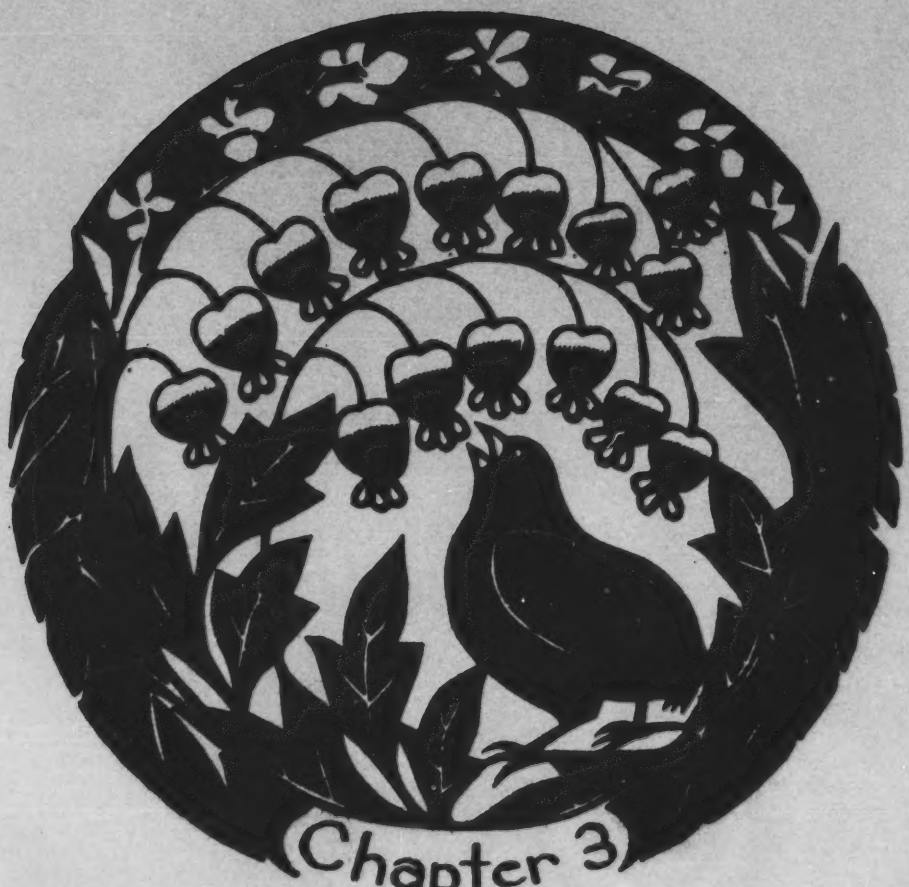
In other words, the structural patterns cannot be divorced from real life situations. Pattern drills are useful in isolating and describing a pattern and illustrating how it works. However, the teacher must move from the drill stage to placing the pattern in an appropriate context and giving

*Adapted from Daniel Tom. Structural Patterns for Chinese Level I and Level II. Unpublished manuscript, 1978. Used by permission.

the student an opportunity to practice using the pattern to communicate in real and meaningful situations.

In conclusion, the teacher should not forget that structural patterns are designed for communication.

NEW YEAR'S GAME CHART
Polychrome woodblock print
Early 20th century


Chapter 3

CONTENT OF LEVELS I AND II

Outlined on the following pages are the contents of Levels I and II. The content for each skill is presented in the form of instructional objectives which the student can be expected to meet at the end of each level or at different stages in each level as determined by the teacher.

Also suggested for each level are the vocabulary, structural patterns, and cultural content to be taught. A specific vocabulary list is not provided. Instead the vocabulary is presented in the form of topics common to daily life situations. The teacher is free to introduce specific vocabulary items that will enable the student to ask and answer questions on these topics and to converse in the daily life situations of which these topics are a part. In this way it is hoped that relevant and meaningful vocabulary will be emphasized. Where the chosen textbook does not itself introduce the necessary vocabulary, it is hoped that the teacher will supplement.

Structural patterns are given in the form of a list for each level. A list of parts of speech and sentence elements together with abbreviations is also provided. All related patterns have been grouped together and placed under separate headings. This does not imply, however, that all patterns grouped under one heading must be taught as a block and at the same time. By grouping the patterns, the teacher can conveniently see at a glance all patterns related to each other and thereby more easily decide which patterns should be taught together.

At the beginning in Level I an attempt has been made to order the patterns into a suggested sequence for teaching. This sequence begins with

statements and ends with subordination. The sequence, however, is a relative one as not all the patterns under the first heading are taught before going on to the next one, but the patterns are taught under the various headings in conjunction with each other. The patterns in this sequence may be regarded as a basic core on which to expand. After subordination in Level I and in Level II, no sequence is intended by the order of presentation.

The teacher will notice that the more difficult patterns such as aspect, resultatives and the ba construction have been divided into two stages. It is intended that the simpler aspects of these constructions be introduced in Level I with a more detailed and full coverage reserved for Level II.

Not all textbooks describe or present a pattern in the same way, nor do all textbooks divide the patterns between levels as has been outlined in this guide. The teacher, therefore, may want to consult other texts to supplement the presentation in the textbook being used and to adapt what is presented here to meet the particular classroom situation.

The content of the cultural instructional program has been divided into two levels for organizational purposes. However, this division is not a rigid one, and many of the suggested activities are suitable for either level. It is left to the teacher to choose what activities to use and when.

While the most commonly used Chinese textbooks were consulted in formulating the contents of Levels I and II, what is outlined does not follow the presentation and division of any one textbook series. In fact, no one textbook series will coincide exactly with the program presented here. The suggested content for each level is intended to be a

flexible guideline. The teacher may adapt or supplement the textbook being used to fit the program of this guide or may adapt this guide where necessary to meet the needs of the chosen textbook and the particular classroom situation.

FU (Good Fortune)
Polychrome color woodblock print
Early 20th century

LISTENING SKILLS: LEVEL I

At the completion of Level I, the student will be able to

Phonology:

A. Distinguish the four tones and the neutral tone.

B. Recognize all the initial and final sounds which make up Chinese syllables.

C. Distinguish aspirated and non-aspirated pairs of sounds.

D. Distinguish retroflex and non-retroflex pairs of sounds.

E. Distinguish u and umlaut u pairs of sounds.

F. Distinguish intonation in statements, questions, and exclamations.

Structure:

A. Distinguish affirmative, negative, interrogative and exclamatory utterances.

B. Comprehend all structural patterns introduced in Level I.

Situational:

A. Demonstrate understanding of common classroom phrases and instructions.

B. Identify the topic and major details of simple dialogues and narratives.

C. Identify appropriate responses to oral questions and statements.

D. Demonstrate comprehension of various conversational situations based on the vocabulary and structural patterns introduced such as:

1) greetings
2) introductions
3) school activities
4) buying books and stationery items
5) making a telephone call
6) others (see vocabulary)

F. Demonstrate comprehension of familiar materials in new contexts.

VOCABULARY: LEVEL I

The student should know and be able to use approximately 650 lexical items. These should include:

A. Interrogatives, particles, localizers, coverbs, verbs, stative verbs, etc., necessary to the structural patterns introduced.

B. Items that would enable the student to deal with the following topics or function in conversational daily life situations involving these topics:

1. Social contexts

   a. greetings
   b. asking and giving names
   c. introductions
   d. forms of address
   e. rejoinders
   f. requests
   g. invitations
   h. polite phrases (social amenities)

2. School

   a. common classroom phrases
   b. common classroom objects
   c. school routine
   d. school personnel
   e. school subjects
   f. extra-curricular activities
   g. library
   h. cafeteria

3. Home

   a. family members
   b. relatives
   c. home activities such as watching T.V., games, and meals including common food items
   d. making a telephone call

4. Leisure time activities

   a. going to movies
   b. watching T.V.
   c. sports

d. beach

5. Shopping

a. buying books and stationery
b. money

6. Time

a. clock time
b. calendar time: days, weeks, months, years, seasons
c. age
d. birthday

7. China

a. Chinese New Year
b. Lantern Festival
c. Names of major Chinese cities and provinces

8. Others

a. modes of transportation
b. names of countries
c. names of languages
d. numbers 1-10,000
e. colors

SPEAKING SKILLS: LEVEL I

At the completion of Level I, the student will be able to

Phonology:

A. Mimic all the sounds of Chinese.

B. Produce the four tones and the neutral tone.

C. Produce the tonal modifications which occur in utterances spoken at the speed of everyday speech.

D. Produce the distinction between aspirated and non-aspirated pairs of sounds.

E. Produce the distinction between retroflex and non-retroflex pairs of sounds.

F. Produce the distinction between u and umlaut u pairs of sounds.

G. Produce statements, questions and exclamations with correct intonation.

H. Approximate the speed, stress, rhythm and intonation of everyday Chinese speech.

Structure:

A. Produce affirmative, negative, and exclamatory utterances.

B. Use correctly and appropriately vocabulary and structural patterns introduced.

Situational:

A. Use common classroom phrases.

B. Ask and answer simple questions based on material, vocabulary and structural patterns introduced.

C. Communicate in daily life situations based on material, vocabulary and structural patterns introduced. (see Listening Skills)

READING SKILLS: LEVEL I

At the completion of Level I, the student will be able to

Romanization:

A. Comprehend the Romanization system used.

B. Comprehend materials written in Romanization using vocabulary and structural patterns introduced, when read silently.

C. Read aloud with comprehension materials written in Romanization using vocabulary and structural patterns introduced.

Characters:

A. Pronounce correctly approximately 150 single Chinese characters.

B. Comprehend the meaning of approximately 150 single Chinese characters.

C. Comprehend the meaning of combinations of the 150 characters introduced.

D. Comprehend materials written using the characters, combinations of characters and structural patterns introduced.

E. Read aloud materials written using the characters, combinations of characters and structural patterns introduced.

F. Comprehend materials written in a combination of Romanization and characters using vocabulary and structural patterns introduced.

WRITING SKILLS: LEVEL I

At the completion of Level I, the student will be able to

Romanization:

A. Take dictation of vocabulary words, phrases and sentences based on material studied.

B. Write answers to drills and exercises on material introduced.

C. Write questions and answers on material studied.

D. Write correct sentences using vocabulary and structural patterns introduced.

E. Write anything that he or she can say.

F. Write a simple dialogue based on vocabulary and structural patterns studied.

G. Write a simple guided narrative using vocabulary and structural patterns studied.

Characters:

A. Use correct stroke order in writing characters.

B. Write approximately 100 single Chinese characters.

C. Write combinations of the 100 characters introduced.

D. Take dictation of the single characters and of phrases and sentences using the characters introduced.

E. Write sentences using the characters, combinations of characters and structural patterns studied.

F. Write a simple dialogue using a combination of characters and Romanization.

G. Write a simple guided narrative using a combination of characters and Romanization.

PARTS OF SPEECH AND SENTENCE ELEMENTS*

In presenting the structural patterns to be taught in Levels I and II, the following parts of speech and sentence element terms will be used. The parts of speech are based on those listed in Y.R. Chao's A Grammar of Spoken Chinese as well as those listed in the beginning Chinese textbooks cited. It is recommended that the student be taught and be familiar with these parts of speech and sentence elements. An abbreviation is provided for each and some, though not all, will be used in describing the patterns.

Part of Speech	Abbreviation	Part of Speech	Abbreviation
1. Adverb	A	8. Particle	P
Fixed	FA	9. Place Word	PW
Movable	MA	10. Pronoun	PN
2. Auxiliary Verb	AV	11. Question Word	QW
3. Co-verb	CV	12. Specifier	SP
4. Localizer	L	13. Stative Verb	SV
5. Measure Word	M	14. Time Word	TW
6. Noun	N	15. Verb	V
7. Number	NU		
Sentence Elements			
1. Noun Phrase	NP	3. Subject	S
2. Object	O	4. Verb Phrase	VP
Direct Object	DO	5. Predicate	PD
Indirect Object	IO		

*From Daniel Tom. Structural Patterns for Chinese Level I and Level II. Unpublished manuscript. Used by permission.

The terminology used for the headings and in titling the patterns is also that used in Chao and the Chinese textbooks.

STANDING BEAUTY
Polychrome woodblock print
19th century

STRUCTURAL PATTERNS: LEVEL I*

1. Statements
   a. Statements with stative verbs. S SV; S FA SV.
   b. Statements with transitive verbs. S V O.
   c. Statements with equational verbs.
   d. Statements with auxiliary verbs.
   e. Topic-comment.
2. Adverbial Expressions
   a. Fixed and movable adverbs.
   b. Adverb of manner or degree. V de SV.
   c. Comparison with adverb of manner or degree.
3. Negation
4. Question Forms
   a. Affirmative and negative questions with particle ma.
   b. Choice.
   c. Split-choice.
   d. Question word questions.
   e. Disjunctive questions with háishi.
   f. Questions with choice between subjects or objects.
   g. N-ne questions.
   h. Use of ne in question word questions.
5. Coordination
   a. Without conjunction.
   b. Yě . . . Yě or Yòu . . . Yòu.

*From Daniel Tom. Structural Patterns for Chinese Levels I and Level II. Unpublished manuscript, 1978. Used by permission.

6. Quantification and Specification of Nouns

   a. NU-M-N.

   b. SP-M-N.

   c. SP-NU-M-N.

7. Subordination or Modification

   a. Noun or Pronoun with de. N/PN de N.

   b. SV with de. SV de N.

   c. Clauses with de. VP de N.

   d. Deletion of de.

8. Suggestion or Confirmation with ba.

9. Place Constructions

   a. Localizers.

   b. Location at a place. S zài PW. S zài PW VP.

   c. Existence at a place. PW yǒu N.

   d. Motion to a place. S dào PW lái/qù.

   e. Motion to and from a place. S cóng PW lái. Cóng PW_1 dào PW_2 lái/qù.

   f. Motion toward a place. Wàng PW zǒu.

   g. Distance between places. PW_1 lí PW_2 jìn/yuǎn/quantity.

10. Purpose with lái or qù.

11. Co-verbs

   a. Co-verbs of conveyance. Zuò.

   b. Co-verbs yòng.

   c. Co-verb gěi.

   d. Co-verb duì.

12. Comparison

   a. Explicit. X bǐ Y SV (with modifiers hái, gèng, yìdiǎr, de duō or quantity).

b. Implicit.

c. Superlative with zuì.

d. Similarity and dissimilarity. X gēn Y yíyàng (SV).
X yǒu Y nènma SV.

13. Zài, Dào and Gěi as Postverbs.

14. Time Expressions

a. Telling time and dates.

b. Relative Time yǐqián, yǐhou, and -de shíhou.

c. Occasion and occurrence with cì and huí.

15. Subordinate Clauses

a. Yàoshi . . . jiù.

b. Yīnwei . . . suǒyi.

c. Suíran . . . kěshi.

16. Aspect: Stage I

a. Uses of le.

1. Completed action.

2. Changed status.

3. Change of status with negative bu.

4. Imminent action.

5. With dependent clauses.

6. With quantified objects.

b. Shi . . . de Construction.

c. Continuance with zhe or ne or zài, zhèng or zhèng zài.

d. Experience and completed action with guò.

17. Resultatives: Stage I

18. Bǎ Construction: Stage I

19. Motion verbs with directional postverbs lái and qù

CULTURE: LEVEL I

A. While teaching the language skills, the cultural elements in the following should be brought out:

1. greetings
2. terms of address: formal and familiar
3. introductions
4. terms of respect including indications of superior and inferior status
5. kinship terms
6. saying thank you and acknowledging compliments
7. gestures

B. The following topics concerning Chinese culture and way of life are introduced and the student led to make comparisons with his or her own culture and society:

1. family
2. school
3. meals
4. daily life
5. holidays and festivals

C. The student is encouraged to observe or participate in Hawaii's Chinese community cultural activities such as:

1. Chinese New Year
2. Lantern Festival Parade
3. Narcissus Queen Pageant
4. Confucius Birthday Commemoration
5. Ching-Ming Festival
6. Mid-Autumn Festival

D. Culture demonstrations or talks by guest speakers on the following may be incorporated into the program:

1. calligraphy
2. Chinese painting
e. t'ai chi ch'uan
4. cooking
5. Chinese dance
6. martial arts
7. seal carving
8. Chinese medicine including acupuncture

E. Other suggested cultural activities.

1. Tour of Chinatown
2. Visit to the Honolulu Academy of Arts
3. Teaching of songs
4. Teaching of common proverbs
5. Teaching the geography of China
6. Highlighting current events involving China

TSAO-CHUN (the Gods of the Hearth)
Polychrome woodblock print
1923

LISTENING SKILLS: LEVEL II

At the completion of Level II, the student will be able to

Phonology:

A. Demonstrate greater ease in distinguishing the four tones and the neutral tone.

B. Demonstrate greater ease in the recognition of the initial and final sounds which make up Chinese syllables.

C. Demonstrate greater ease in making the distinctions between the contrastive sounds of Chinese.

D. Demonstrate greater ease in distinguishing various intonation patterns.

Structure:

A. Comprehend the structural patterns introduced in Level I.

B. Comprehend the structural patterns introduced in Level II.

Situational:

A. Demonstrate comprehension of various conversational situations based on the vocabulary and structural patterns introduced such as:

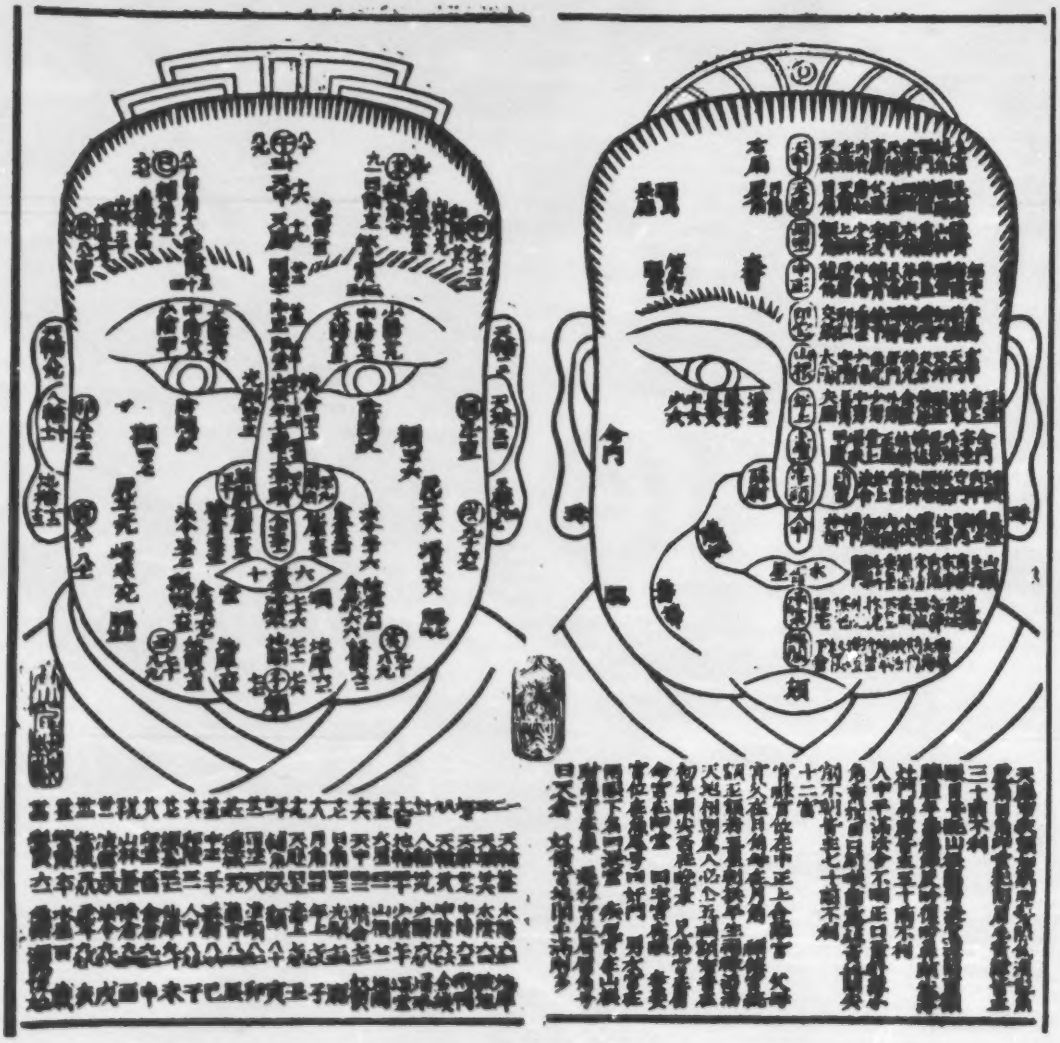
1) all the situations in Level I, but in greater depth.
2) dining at a restaurant.
3) shopping for groceries and clothing.
4) vacation and travel.
5) asking and giving directions.
6) others (see vocabulary).

B. Identify the topic and details of dialogues and oral narratives of greater length.

C. Identify the appropriate response to an oral question or statement.

D. Demonstrate comprehension of familiar material and vocabulary in new contexts.

E. Demonstrate comprehension of unfamiliar words and phrases used in a familiar context through intelligent guessing.



TWO PAGES FROM AN ANNUAL OF PHYSIOGNOMY
Woodblock print

VOCABULARY: LEVEL II

The student should know and be able to use approximately 650 lexical items above Level I.

These should include:

A. Interrogatives, particles, localizers, co-verbs, verbs, stative verbs, etc., necessary to the structural patterns introduced.

B. Items that would enable the student to deal with the following topics or function in conversational daily life situations involving these topics:

1. Common life activities

   a. daily routine
   b. visiting friends
   c. dining out
   d. shopping for groceries and clothing
   e. post office
   f. asking and giving directions
   g. more school activities
   h. sports and other leisure activities
   i. vacation and travel
   j. health: parts of the body, visiting the doctor
   k. weather

2. Community

   a. government
   b. occupations

3. China

   a. festivals and holidays
   b. famous places
   c. famous events in history
   d. famous historical persons

4. Others

   a. plants
   b. animals

SPEAKING SKILLS: LEVEL II

At the completion of Level II, the student will be able to

Phonology:

A. Demonstrate greater fluency in producing the sounds of Chinese.

B. Demonstrate greater fluency in producing the tones of Chinese.

C. Demonstrate greater fluency in producing the contrastive distinctions in Chinese.

D. Demonstrate ability to mimic longer and more complex utterances.

E. Approximate more closely the speed, stress, rhythm and intonation of everyday Chinese speech.

Structure:

A. Use correctly and appropriately vocabulary and structural patterns introduced in Level I.

B. Use correctly and appropriately vocabulary and structural patterns introduced in Level II.

Situational:

A. Answer with complete sentences questions based on material studied.

B. Ask questions based on material studied.

C. Communicate in daily life situations based on material, vocabulary and structural patterns introduced. (See Listening Skills.)

D. Present oral summaries of Romanized reading material.

E. Demonstrate awareness of cultural patterns and behavior.

F. Give appropriate polite responses in typical Chinese cultural contexts.

READING SKILLS: LEVEL II

At the completion of Level II, the student will be able to

Romanization:

A. Comprehend with greater ease the Romanization system used.

B. Comprehend materials of greater length written in Romanization using vocabulary and structural patterns introduced, when read silently.

C. Read aloud with comprehension materials of greater length written in Romanization using vocabulary and structural patterns introduced.

Characters:

A. Pronounce correctly approximately 150 single Chinese characters above Level I.

B. Comprehend the meaning of approximately 150 single Chinese characters above Level I.

C. Comprehend the meaning of combinations of the additional 150 characters introduced.

D. Comprehend materials written using the characters, combinations of characters and structural patterns introduced.

E. Read aloud materials written using the characters, combinations of characters and structural patterns introduced.

F. Comprehend materials of greater length written in a combination of Romanization and characters using vocabulary and structural patterns introduced.

WRITING SKILLS: LEVEL II

At the completion of Level II, the student will be able to

Romanization:

A. Take dictation of vocabulary words, phrases and sentences based on material studied.

B. Write answers to drills and exercises on material introduced.

C. Write questions and answers on material studied.

D. Write correct sentences using vocabulary and structural patterns introduced.

E. Write out everything already studied.

F. Write an original dialogue based on vocabulary and structural patterns studied.

G. Write an original short narrative using vocabulary and structural patterns studied.

Characters:

A. Use correct stroke order in writing characters.

B. Write approximately 100 single Chinese characters above Level I.

C. Write combinations of the additional 100 characters introduced.

D. Take dictation of the single characters and of phrases and sentences using the characters introduced.

E. Write sentences using the characters, combinations of characters and structural patterns studied.

F. Write an original dialogue using a combination of characters and Romanization.

G. Write an original narrative using a combination of characters and Romanization.

H. Write a simple guided narrative completely in characters.

CHANG HSIEN (the Purveyor of Children)
Woodblock print
20th century print

STRUCTURAL PATTERNS: LEVEL II*

1. Time Expressions
   a. Duration of action in the future.
   b. Duration of action in the past.
   c. Duration of action into the present.
   d. Duration of non-occurrence of an action.
2. Special Uses of Question words
   a. As indefinites.
   b. To express however, whatever, wherever, etc.
   c. With dōu/yě to express inclusiveness or exclusiveness.
3. Uses of Stative Verbs
   a. As adverbs.
   b. Expressing manner.
   c. Opposite pairs to express quantity, quality or degree.
4. Reduplication
   a. Of stative verbs.
   b. Of verbs.
   c. Of measure or number-measure.
5. Intensification

   Of stative verbs. SV de complement.
6. Passive
   a. Using shi . . . de.
   b. Using coverbs of agent: bèi, ràng, jiào, gěi.

---

*Daniel Tom. Structural Patterns for Chinese Levels I and Level II. Unpublished manuscript, 1978. Used by permission.

7. Aspect: Stage II

8. Resultative Verbs: Stage II

   a. Actual forms.

   b. Potential forms.

   c. Directional verb endings.

9. BǍ Construction: Stage II

10. Inclusion and Exclusion

   a. Chúle . . . yǐwài.

   b. Lián . . . dōu/yě

   c. Yìdiǎr or Yī-M-N dōu/yě with Negative.

   d. Bùguǎn, búlùn, or wúlun . . . dōu/yě.

11. Subordinate Clause

   a. Use of Yī . . . jiù to mean "as soon as . . ."

12. Coordinate Clauses

   a. Yuè . . . yuè or Yuè lái yuè . . .

   b. Yìbiar . . . yìbiar or yímiàn . . . yímiàn.

   c. Búdàn . . . érqie.

13. Comparison of cái, zài, and jiù

   a. Uses of cái, zai and jiù.

   b. Comparison of zài and cái.

   c. Comparison of jiù and cái.

14. Numbers

   a. Large numbers above 10,000.

   b. Multiples and fractions: Bèi. X fēn zhí Y.

15. Postverb

   a. QǏlái.

16. Concession

a. V/VP_1 shi V/VP_2 kěshi.

b. V/VP_1 dàoshi V/VP_2 kěshi.

c. VP_1 yě/dōu bù/méi VP_2 .

17. Conditional Clauses

a. Zhǐyào (shi) . . . jiù.

b. Chúfei . . . cái.

c. Yàobúshi . . . jiù.

18. Time Clauses

a. Zìcóng . . . yǐlái.

b. Cóng . . . qǐ/kāishi.

19. Other Contructions

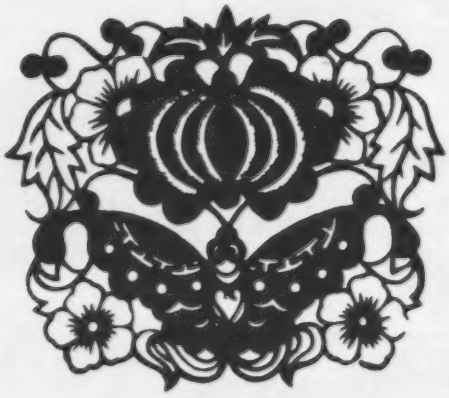
a. Jiùshi . . . yě/dōu to Express "even if."

b. Búshì . . . jiùshì or Bù V_1 . . . jiù V_2.

c. Huòzhe . . .huòzhe or Huòshi . . . huòshi.

d. Fēi . . . bù kě/

20. Measure Words for Verbs



CULTURE: LEVEL II

A. All activities and topics listed under CULTURE: LEVEL I-B, C, D, and E may also be incorporated into Level II.

B. Polite phrases and the etiquette necessary to certain cultural contexts such as the following are introduced:

1. leave taking
2. sending off a guest
3. being a guest in another's home
4. dining at another's home
5. entertaining guests in one's own home
6. attending a wedding

C. In addition to those cultural topics listed under Level I, the following are introduced:

1. Chinese poetry
2. Chinese games
3. Chinese art
4. Historical and literary figures
5. Chinese philosophy
6. Chinese government

D. The student is encouraged to

1. Watch movies and TV programs in Chinese
2. Read Chinese literature in translation

E. In addition to cultural demonstrations, the teacher may show films and slides on aspects of China and Chinese culture as well as show selected Chinese movies.

F. Other suggested cultural activities:

1. Teach calligraphy
2. Play Chinese games

LEVEL III

General Objectives: Levels III and IV

The objectives of Level I and Level II are to introduce the basic structures of the language and to build a basic foundation in the four skills. Accordingly, the contents of Levels I and II are presented in detail. In Level III and Level IV, however, there is a slight shift in objectives and the content will be outlined in more general terms. The main objectives of Levels III and IV will be to concentrate on reviewing, consolidating and refining as well as building on the foundation skills which have already been taught.

Reading

Although the four skills are taught at all levels, due to the nature of the Chinese writing system, more emphasis was placed in Levels I and II on the listening and speaking skills. In Level III the emphasis begins to shift to reading.

Reading materials should introduce and accurately reflect various aspects of Chinese culture and tradition. The difficulty of the selections may be greater than those previously read, and Romanization is minimized except as pronunciation guides. In teaching students to read, the teacher aids them in becoming more aware of the parts of speech and structural patterns they have learned and to use this knowledge as a guide to understanding the passages. Students are also taught to be aware of the two or three character combinations which will increasingly appear. Material may still be written specifically for the learner of Chinese rather than for the native Chinese speaker.

Vocabulary

The student's vocabulary is increased mainly through the reading material.

Speaking and Listening

Speaking and listening skills are reinforced through using Chinese to discuss the reading material. Students should be encouraged to use the new vocabulary presented in the readings, and teachers should also make active use of those vocabulary items. In addition conversation materials about common everyday topics and involving practical daily situations should continue to be introduced.

Structural Patterns

As noted above, all of the basic grammar has already been introduced so there is no set body of patterns to be taught. The emphasis is on reinforcing those patterns already introduced. However, new grammar patterns or structures will be introduced as they may come up in the readings.

Writing

For reading and writing purposes a distinction is made between a recognition vocabulary and a production vocabulary, with the former larger than the latter. Although the student should be encouraged to increase his/her production vocabulary, for testing and writing purposes only a set vocabulary of essential characters will be required. Compositions should still be limited to short paragraphs, and writing exercises mentioned under Levels I and II may continue to be used in Level III.

In addition, the teacher is cautioned not to mix the testing of

the writing and reading skills by requiring that answers to questions on the reading material be written solely in Chinese characters. In other words, if one is testing for reading comprehension, one should not base one's judgment on the basis of a student's writing ability.

Culture

All of the cultural activities previously mentioned under the first two levels can be incorporated in the third level. Cultural activities should also reinforce cultural aspects reflected in the readings. Students should be encouraged to keep up with current events involving China and to participate in various China-focus community activities throughout the year. Greater use of movies and videotapes in Chinese may be made at this and the next level.

LEVEL IV

Objectives

Many of the same objectives as established in Level III are carried over to Level IV. As in Level III the concentration is on improving the reading skill of the student.

Reading

Longer and more difficult passages will be introduced. In conjunction with the introduction of these more difficult passages, the teacher will teach the student how to use a Chinese-English dictionary. In teaching the use of the dictionary, the student will become aware of the arrangement of Chinese characters according to radicals. He/She will also be more aware of stroke order and of the number of strokes a character has as these are important skills in using the dictionary. The student may also be introduced to several different Romanization systems; in particular, Wade-Giles and the National Phonetic Alphabet (Zhu-yin fu-hao) as these systems are widely used in current dictionaries as pronunciation guides.

In the Fourth Level the student will be steered away from materials specifically written for non-native speakers of Chinese and will be gradually introduced to short passages or short stories written for native speakers. Specific techniques for reading should continue to be taught and reinforced. The student should be urged to guess or predict the meaning of new vocabulary and of sentences from context or from knowledge of the structure. The stress should be on meaning and content, not on pronunciation or reproduction of the characters. Newspaper reading may also be incorporated in the Fourth Level program. A newspaper primer

or xerox copies of newspaper articles suitable for this level may be used.

Vocabulary

As in Level III the medium for increasing a student's vocabulary will continue to be the reading material.

Speaking and Listening

As in Level III speaking and listening skills are reinforced by using Chinese to discuss the reading passages and to ask questions about them. The student will continue to use Chinese to talk about topics of interest to him/her and about daily life situations.

Structural Patterns

New structural patterns will be taken up as they appear in the readings.

Writing

The student's writing skills are improved through assigning guided writing or short compositions on topics of interest to the student.

Culture

Cultural activities are the same as in Level III.

BIBLIOGRAPHY

BIBLIOGRAPHY

Textbooks

Chinese for Beginners. Peking: Foreign Languages Press, 1976.

DeFrancis, John. Beginning Chinese. New Haven: Yale University Press, 1963.

Elementary Chinese, Part I and Part II. Peking: Commercial Press, 1971, 1972.

Fenn, Henry and Tewksbury, M. Gardner. Speak Mandarin. New Haven: Yale University Press, 1967.

Hsü, Kai-yu, et. al. Chinese-Mandarin, Level I-IV. Palo Alto: The Altoan Press, 1965.

Teng, Ssu-yu. Conversational Chinese. Chicago: University of Chicago Press, 1947.

Tewksbury, M. Gardner. Speak Chinese. New Haven: Yale University Press, 1948.

Philosophy

Edgerton, M. F. "A Philosophy for the Teacher of Foreign Languages." Modern Language Journal (1971) 55: 5-15.

Methodology

Brooks, Nelson. Languages and Language Learning: Theory and Practice, 2nd ed. New York: Harcourt, Brace & World, 1964.

Chastain, Kenneth. Developing Second-Language Skills: Theory to Practice. Chicago: Rand McNally, 1976.

Lee, W. P. Language-Teaching Games and Contests. London: Oxford University Press, 1968

Li, Ying-che and Speer, Balnche, ed. Readings in Teaching Chinese. South Orange: Seton Hall University Press, 1976.

Light, Timothy. "TCFL from a TEFL Point of View: A Neophyte's Approach to the DeFrancis Texts." JCLTA. October 1976, pp. 172-176.

MacKay, William Frances. Language Teaching Analysis. Bloomington: Indiana University Press, 1965.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto: Fearon Publishers, 1962

Northeast Conference on the Teaching of Foreign Languages. Reports of the Working Committees.

Richards, Jack C. "Error Analysis and Second Language Strategies." in John H. Schumann and Nancy Stenson, ed. New Frontiers in Second Language Learning. Rowley: Newbury House Publishers, Inc., 1973. pp. 32-53.

Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: University of Chicago Press, 1968.

Grammar

Chao, Yuen-ren. A Grammar of Spoken Chinese. Berkeley: University of California Press, 1968.

Pian, Rulan Chao. A Syllabus for Mandarin Primer. Cambridge: Harvard University Press, 1965.

Spencer, Margaret, et. al. Beginning Chinese Reader: Supplementary Materials. New Haven: Far Eastern Publications, 1979.

Spencer, Margaret, et. al. Grammar Patterns for Beginning Chinese. Dept. of East Asian Languages, University of Hawaii. mimeo.

Guides

Bureau of Curriculum Development, Board of Education of the City of New York. Chinese Levels 1 and 2. New York: Board of Education of the City of New York, 1973. This guide is quite ambitious and difficult to use.

Chinese: Listening, Speaking, Reading, Writing. Sacramento: California State Department of Education. Sacramento, 1967.

"Chinese Programs and Projects." Carnegie Chinese Project. San Francisco State College, 1962. Brochure.

"Objectives of Teaching Chinese to High School Students." Carnegie Chinese Project. Institute of Far Eastern Studies, Seton Hall University, 1963. mimeo.

"Secondary Schools Course of Study in Chinese I and II." Far Eastern Institute, Seton Hall University. no date. mimeo.

Spanish Program Guide. Hawaii State Department of Education, 1978.

"Teachers Handbook: Chinese-Mandarin Materials, Level I-IV." San Francisco State College Chinese Mandarin Instructional Materials Development Project.

Wollstein, John. Foreign Language Program Guide. Hawaii Department of Education, 1977.

Professional Journals

Journal of the Chinese Language Teachers Association.

Journal of Chinese Linguistics.

Modern Language Journal.

Bibliography

Yang, Winston L. Y. and Yang Teresa S. A Bibliography of the Chinese Language. New York: American Association of Teachers of Chinese Language and Culture, 1966.

Chinese in Hawaii

Char, Tin-yuke. The Sandalwood Mountains. Honolulu: University of Hawaii Press, 1975.

Lee, Robert M., ed. The Chinese in Hawaii. Honolulu: The Advertiser Publishing Company, Ltd., 1961.

Statistical Works

Department of Planning and Economic Development. The State of Hawaii Data Book 1977: A Statistical Abstract. Honolulu, 1977.

The World Almanac 1977. New York: Newspaper Enterprises Association, Inc.